

Crystal River Middle

School Improvement Plan 2017-2018



Vision:

All students are equipped to be successful contributors to the school, community, and society.

Mission:

To educate, motivate, and drive success for all students through rigor, relevance, and relationships.

EQ:

	Goal: 2016-17	Goal: 2017-18	Action Steps	Evaluation
ELA	80% of students will score a 3 or higher on the FSA in Reading.	80% of students will score a 3 or higher on the FSA in Reading.	<ol style="list-style-type: none"> 1. Consistent implementation of CRMS Best Instructional Practices with a focus on The Fundamental 5 2. Development of consistent writing processes, vertically and horizontally. 3. Weekly elaborated paragraphs 2x per week. 4. Weekly elaborated paragraph 1x per week in content-areas. 5. Utilize formative assessment with feedback. 6. Monthly student data meetings where plans of remediation are developed. 7. 7th grade ELA will support Civics through implementation of non-fiction text on Organization and Function of Government. 8. 8th grade ELA will support Science through implementation of non-fiction text on Life Sciences 	<p>2015: 6th: 43%, 7th: 51%, 8th: 54%</p> <p>2016: 6th: 48%, 7th: 45%, 8th: 55%</p> <p>2017: 6th: 53%, 7th: 50%, 8th: 54%</p>



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	Goal: 2016-17	Goal: 2017-18	Action Steps	Evaluation
Math	80% of will score a 3 or higher on the FSA in Math.	80% of will score a 3 or higher on the FSA in Math.	<ol style="list-style-type: none"> 1. Consistent implementation of CRMS Best Instructional Practices with a focus on The Fundamental 5 2. Book Study on Putting the Practices into Action (mathematical practices) and implement strategies learned. 3. Create a Department developed Study Island Implementation plan that is consistently implemented in all grade levels. 4. Monthly student data meetings where plans of remediation are developed. 	2015: 6th: 42%, 7th: 53%, 8th: 47% 2016: 6th: 52%, 7th: 54%, 8th: 55% 2017: 6th: 58, 7th: 60, 8th: 61
Alg 1/Geo	100% of Algebra and Geometry students will pass the EOC exam.	100% of Algebra and Geometry students will pass the EOC exam.	<ol style="list-style-type: none"> 1. Continued implementation of CRMS Best Instructional Practices with a focus on The Fundamental 5. 2. Implementation of the CRMS mathematical practices. 	2015: 57%/97% 2016: 83%/97% 2017: 98%/97%



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	Goal: 2016-17	Goal: 2017-18	Action Steps	Evaluation
Science	80% of 8th grade students will score a 3 or above on the Science FCAT.	80% of 8th grade students will score a 3 or above on the Science FCAT.	<ol style="list-style-type: none"> 1. Continued implementation of CRMS Best Instructional Practices with a focus on The Fundamental 5. 2. Focus on standard based assessments. 3. Increase in inquiry based activities based on real world situations. 4. Weekly elaborated paragraph 1x per week in science content. 	2015: 46% 2016: 63% 2017: 50%
Civics	80% of 7th grade students will score 3 or higher on the Civics EOC exam.	80% of 7th grade students will score 3 or higher on the Civics EOC exam.	<ol style="list-style-type: none"> 1. Continued implementation of CRMS Best Instructional Practices with a focus on The Fundamental 5. 2. Weekly elaborated paragraph 1x per week in civics content. 	2015: 66% 2016: 72% 2017: 72%



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	Goal: 2016-17	Goal: 2017-18	Action Steps	Evaluation
PBS	Reduce office discipline referrals by 10% from the 2014-15 school year.	Reduce office discipline referrals by 10% from the 2016-2017 school year.	1. Character lessons (2nd and 4th Monday of the month) 2. Utilize the PBS Rewards application	2015: 1614 (8.3%) 2016: 1572 (2.6%) 2017: 1284 (18.4%) 2018:
Other				

School Grades

2009	2010	2011	2012	2013	2014	2015	2016	2017
A	A	A	A	B	A	B	B	



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Early Warning System

Required for schools including any of grades 6, 7 or 8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ii. One or more suspensions, whether in school or out of school
- iii. Course failure in English Language Arts **or** mathematics
- iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Recorded in Filemaker Early Warning System

1. Attendance below 90 percent, regardless of whether absence is excused or a result of OSS.
2. One or more suspensions, whether in school or out of school.
3. Course failure in ELA or Math.
4. Level 1 score on statewide, standardized assessments in ELA or math.

2. Provide the following data related to the school's early warning system:

- i. The number of students by grade level that exhibit each early warning indicator listed above
- ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1		Two or More EWS Indicators
Grade 6	48	21	8	73	Grade 6	28
Grade 7	53	33	2	67	Grade 7	36
Grade 8	51	33	2	73	Grade 8	41

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

1. Student will be provided Tier 2 MTSS intervention for the specific academic area in need.
2. Progress will be monitored and data points will be collected at least quarterly.

4. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

1. Subject area Professional Learning Community meetings held at least monthly.
2. Pair new teachers with a teacher mentor.
3. Provide planning time for grade alike teachers to share best practices and plan for instruction.

5. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

1. Teachers will design standards based instruction to include the identification of the standard(s) each assessment question is addressing.
2. Classroom observations and walkthroughs will provide feedback and the basis for discussion regarding standards based instruction and assessment.

6. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Citrus Formative Assessment is utilized in all core subjects.

Fastbridge Assessments

Informal classroom formative assessments (Study Island, Kahoot!, Quizizz, individual response boards, etc.)